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ABSTRACT

This manual provides information on the recruitment, selection and training of foster parents. Part I stresses methods for effectively recruiting and screening foster parents including: defining foster parent roles and responsibilities; targeting groups of potential foster parents; developing recruitment strategies; conducting initial and in-depth screening; and using screening information to assess foster parent training needs. Part II presents a foster parent training course, and suggests guidelines for working with adults in groups (role play, visual aids, discussion techniques). The appendices provide descriptions of five foster parent training curriculums including availability information and references to books, tapes and films relevant to selection and training. (Author/MP)

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FOSTER PARENTING

Prepared For

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and Delinquency Prevention

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DECEMBER, 1978

FOREWORD

In 1974, the United States Congress passed the Juvenile Justice and Delinquency Prevention Act, a major piece of legislation addressing inadequacies in our juvenile justice system and calling for fairer and more humane treatment of needy youth. A major thrust of this Act is to prevent the inappropriate and often tragic detention and placement of youth in jails, training schools, and other institutions because of the lack of alternatives. The Office of Juvenile Justice and Delinquency Prevention, charged with implementing the Act, continuously supports efforts to provide alternative placements for youth who need not be incarcerated. In league with the intent of the Act, alternatives in the community which offer an array of services and most closely approximate the benefits stemming from family living are a priority.

Foster family care is increasingly being used as an alternative to placement in large institutions. Not only is it less expensive but it also can provide an environment which, because of love, attention, and structure, is most conducive to a youth's positive growth. However, foster homes which can meet the needs of our more troubled and needy youth are not easy to find. This manual is offered in the hope that its information on the recruitment, selection, and training of foster parents will assist agencies, organizations, and programs in the struggle to find and maintain high quality foster homes.

John M Rector

John Rector
Administrator
Office of Juvenile Justice
and Delinquency Prevention

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INTRODUCTION

The number of children placed in foster care has steadily increased over the last decade. The trend toward placement of needy youth in non-institutionalized settings insures that this number will continue to grow. Although foster care organizations are making valiant efforts to provide proper placements for these youths, inadequate funding, small staffs, and other hampering conditions are severely restricting agencies' abilities to place youths in suitable homes. Since these conditions will not dramatically change in the near future, organizations involved in foster care are seeking to improve the effectiveness of their present level of services.

Among the most crucial of these services are the selection and training of foster parents. Effective selection and training processes combine to produce foster parents who are more able to supply the quality and consistency of care and nurturing that are required for a foster placement to be successful. The most important benefit stemming from better qualified foster parents is improved care of the foster child. Furthermore, because foster parents are more prepared for the demands of foster parenting, early resignation occurs less frequently. Consequently, caseworkers' jobs are made easier because they need to find fewer additional placements.

Qualified and prepared foster parents further reduce the burdens of the caseworker and the organization because they provide adequate care without a great deal of guidance from the worker. In short, effective selection and training processes result in substantial savings to the organization and benefits to the foster child.

Both the selection and training of foster parents consist of unique functions and processes that must be considered individually in any attempts to establish effective processes. On one level, this manual focuses on each process and its particular components. Essential aspects of these components are outlined.

Part I - Selecting Foster Parents stresses methods for effectively recruiting and screening foster parents including: defining foster parent roles and responsibilities; targeting groups of potential foster parents; recruitment strategies; initial and in-depth screening; and using screening information to assess foster parent training needs.

Part II - Foster Parent Training presents a foster parent training course, and guidelines for training adults and facilitating groups.

Part III - The Appendices, consists of additional information helpful to establishing successful processes. This includes descriptions of foster parent training curriculums containing materials for assistance in training foster parents. Also included are references to books, tapes, and films relevant to selection and training.

On another level, this manual points out the need to view selection and training and their various components as parts of an integrated process. The success of this process in terms of its resulting in potentially successful foster parents is dependent upon the coordination between recruiting, screening, and training. When properly coordinated, recruiting attracts to the foster care organization individuals or couples who are better qualified to be foster parents thus easing the burdens upon screening and increasing the chances that the foster parents selected will be successful. Screening, in turn, elicits information helpful in identifying these parents' training needs which are then used to design effective foster parent training.

PART I: SELECTING FOSTER PARENTS

Section I: Recruiting Foster Parents

The primary objective of recruitment is to attract to your organization individuals or couples with the potential to be successful foster parents. This is not an easy task given the rigors of being a foster parent and the common misconceptions people have about the role. However, with a good deal of initiative and a carefully organized campaign, your recruitment efforts will attract individuals or couples with potential.

Defining Roles and Responsibilities

It is necessary to define the roles and responsibilities of foster parents before any attempts are made to recruit. Undoubtedly, your organization has its version of the roles and responsibilities of the foster parent. However, it is helpful to compare this version with what actually occurs. To help define actual roles and responsibilities, ask existing foster parents what they do on a daily basis. This, coupled with their long-range responsibilities (as defined by the organization), make an effective summary of roles and responsibilities.

Once roles and responsibilities are defined, it is possible to identify the knowledge, qualities, and skills needed to fulfill them. Experienced staff and foster parents are the best allies you have in identifying necessary knowledge, qualities, and skills.

This information, in addition to the defined role and responsibilities, should be put into a written foster parent job description to use in recruiting. A good description is brief and to the point but gives the reader enough information about the job to make an initial decision on whether to pursue the matter. The description includes:

- Job title (e.g., foster parent)
- Responsibilities (e.g., provides foster child with care, nurture, and guidance)
- Minimum requirements (e.g., lives in a home which is safe, sanitary, and sufficiently large, has had three or more years experience in caring for children.)
- Time commitment
- Name of organization, contact person, phone, address, and other pertinent information.

Job descriptions should not be used by themselves as a recruiting approach. Instead, they should serve as a reference to what should be explained by a representative of your organization.

General Recruiting

A goal of recruiting is to attract sufficient numbers of potential foster parents. A media campaign is the most effective means of attracting the largest numbers of individuals. Media campaigns include messages to the public through such means as:

- Public service announcements on television and radio. Time is donated by stations for community service messages. Although this time is free, there is a great deal of competition for it. Be courteous and fully prepared to justify your request when contacting the stations.

- Public affairs programs, talk shows, and interviews. These are available to the articulate foster care representative.

- Press releases, the basic form of communication with all media. These focus on a special event and may contain a description of your program and the need for volunteers.

- Feature stories which are in-depth reports on people, issues, trends, and unusual aspects of your organization. Newspapers, magazines, and journals are always interested in people-oriented stories. These, too, are a way to publicize your needs to the public.

- Regular newspaper columns. Contact the editor of your local publication about a regular column on youth and parenting. Your organization could become a major source of information.

- Letters to the editors. You can bring attention to your organization and issues in foster care while calling for new foster parents. Watch the editorial pages for opportunities to write.

Other types of recruiting include:

- Open houses for the general public. Include your plea for foster parents in a larger description of foster care in general.

- Newsletters mailed to organizations which typically sponsor volunteers in human services, selected individuals, or residents of the community in general.

- Pamphlets, fact sheets, brochures, hand-outs, and posters. These may be left in places where people congregate such as stores, churches, and recreational facilities.

- Direct telephone campaigns. These are most effective if you can receive some type of introduction to the individuals you are calling. Cold contacts are irritating to many people.

- Direct mail campaigns. These are expensive but effective in reaching large numbers of people with a specific message such as the need for foster parents.

(These methods of recruiting and instructions in their use are discussed in a manual entitled Publicity Strategies, prepared by Arthur D. Little, Inc. for the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.)

Targeted Recruiting

In addition to using mass media, targeted recruiting can be used to focus on groups of individuals or segments of the community particularly suited to foster parenting. This has advantages of saving time and resources required in recruiting and also increases the chances that a greater number of potentially good foster parents will apply. In addition, targeted recruiting is an effective means of attracting particular types of people you may consider desirable as foster parents. For instance, it is generally accepted that foster parents with backgrounds, cultures, and experiences that are similar to those of their foster child have the understanding which helps them succeed as foster parents. Benefits also stem from the fact that the child may feel more comfortable with such foster parents. Also, targeted recruiting is an answer to such legal and administrative requirements as minority representation.

To target your recruiting efforts, aim them at specific areas, individuals, or groups. This involves examining the community for people that fulfill or have the potential to fill the roles and responsibilities of foster parenting. Methods for locating potential foster parents include the following:

- Contact organizations, groups, and associations known to have interest in the foster care field. Their members often have a knowledge of foster care and skills in foster parenting in addition to being interested in becoming a foster parent. Also, these members may know of other people who may both be interested in and qualified for foster parenting.

- Ask present foster parents to inform friends who would make good foster parents that there is a need. Word-of-mouth is sometimes the most successful type of recruiting.

- Select television and radio programs and specific newspapers, journals, and reports that are watched, heard, or read by the type of people you want as foster parents.

- Address conferences and meetings involving groups whose members are desirable as foster parents (e.g., community activist groups, P.T.A., and youth advocacy groups).

Before beginning your selective recruiting campaign you should be thoroughly prepared to justify your need for foster parents. You should also be prepared to inform interested individuals or couples about all aspects of foster parenting. Brochures describing your organization and its foster care role, pamphlets discussing issues in foster care, narratives of daily activities of foster parenting, and job descriptions are effective either as back-up to recruiting efforts or the first bit of information that arouses an individual's interest. Such information should also stress the important contribution that the individual can make as a foster parent and the rewards that come with this role.

The final step in a successful recruiting process is your first contact with the interested individuals within 24 hours to 48 hours after they express interest. This contact is crucial because they may not be too sure about foster parenting and odds are that they will form an opinion based on the impression they gain from this contact. Some hints on how to handle this contact successfully are:

- Make it clear who you are and why you are contacting them.
- Express your appreciation for their interest by describing the need for good foster parents and the tremendous contribution that they make to the community.
- Get right to the point with a brief description of the roles, responsibilities and requirements of foster parenting. Mention the knowledge, qualities, and skills desired but stress that much of these can be acquired through training by the organization. Give or mail a job description and any other applicable information.
- Be sure to cover specifics such as: rewards of foster parenting; type of foster care (emergency, temporary, or long-term) for which you are recruiting; your organization's expectations; support they will receive from the organization, including rate of financial support; and any screening, training, and supervision that they will need to undergo.

Section II: Screening

The first contact is also a crucial ingredient in screening because it gives interested individuals an opportunity to discover enough about foster parenting to screen themselves out if they are not willing or able to meet the demands. Do not be too restrictive at this point or discourage any but the most obviously unqualified individuals from being foster parents.

Initial Screening

At this point your organization needs to take the initiative in being a little more selective. Initially, you need to take a look at some basic information that can be gathered through an application. On this form,

request such information as:

- Name, address, phone, and date
- Religion
- Directions for getting to the home (for future use)
- Persons in the household, birthdates, relationship to applicant, occupation or school grade
- Languages spoken in the home
- Reasons for wanting to be a foster parent
- References, preferably three people not related to the applicants but familiar with the quality of their home life
- Interests, hobbies, and other activities.

This form should go into an applicant file. At the time the application is administered be sure to explain its purpose and stress the fact that the information on it is to be used for this purpose only and is strictly confidential. Also state on the application that it is simply a statement of intention and can be withdrawn by the applicant.

Most of the information on applications may not tell you much about applicant's potential, but the fact that they have formally applied indicates the seriousness of their desire to be foster parents. In addition, you may request information which can disqualify applicants (e.g., inadequate space in the home). An example of an application form is included on the following page.

Another initial screening device is the physician's report to certify that the applicant has no health condition which would adversely affect the foster child's welfare or deprive him of adequate care and supervision. You may want to include a space at the beginning of the report for the applicant's name, signature, and statement of authorization for the physician to release medical information about the applicant. Also inform the physician why the information is needed (e.g., type of foster parent duties, numbers of hours involved per day, and the environment in which the duties will be performed.) An example of a physician's report with space for authorization for release of medical information is included on the following page.

In-Depth Screening

After reviewing the application and the physician's report, study the applicants' personal characteristics and the type of home they keep to determine whether or not they are capable of providing the level of care, support, and education that the foster child needs for his development.

APPLICATION FOR FOSTER PARENTING

I. IDENTIFYING INFORMATION: DATE: _____

Husband's Name: _____
(Last Name) (First Name)

Wife's Name: _____
(Last Name) (First Name) (Maiden Name)

Address: _____ P.O. Box: _____ Phone: _____

Religion: _____ Directions for Reaching Home:

_____ _____

II. PERSONS IN YOUR HOUSEHOLD:

Last Name	First Name	Birthdate	Relationship to Applicant	Occupation or School Grade
			Applicant	

III. REASONS FOR WANTING TO BE A FOSTER PARENT:

(Please explain your most important reasons in this space. Print or type. Use additional space on the reverse side if needed.)

IV. REFERENCES:

Names of three people not related to you, who know you well:

1. _____ _____ _____
(Name) (Address) (Occupation)

2. _____ _____ _____
(Name) (Address) (Occupation)

3. _____ _____ _____
(Name) (Address) (Occupation)

V. AGREEMENT:

Name of Supervising Agency_____
We agree to permit the pastor, doctor and references to give information to the supervising agency regarding all members of the household.

Signatures:

_____ _____
(Husband) (Wife)

This form is a statement of intention and can be withdrawn by the applicant.

Authorization for Release of Medical Information

_____
(First Name) (Last Name) (Address)

I authorize _____ M.D.,
(Physician)
to provide the _____ County Welfare Board and State Department of Social Services a medical report which may include information concerning any known contagious illness, physical disability, personality disorder, mental illness, or other condition I may have.

Date: _____ Signature: _____

_____
(Witness)

Medical Report

Instructions to Physician: The above-named person is making application

for _____
(Service or Employment)

The service or employment for which the person is being considered is described briefly on the back.

The County Welfare Board and the Department of Social Services need a medical statement concerning any known contagious illness, physical disability, personality disorder, or work limitation and their bearing on the applicant's suitability for the above-named program.

Report of Findings:

For tuberculosis, use tuberculin skin test. If positive, X-ray. (Negative skin test or negative X-ray within past 12 months accepted.)

Report of Findings:

Date: _____ _____ M.D.
(Signature of Physician)

Interviewing is a primary means of determining the suitability of an applicant for foster parenting. It is valuable if performed after the initial screening but before the home study. The types and extent of information about the applicant that you will want to collect are dependent upon such factors as: type of foster parenting that is needed, i.e., emergency, temporary, long-term, foster care for handicapped or delinquent youth; time and staff available to do the interviewing; your organization's opinion on the value of background information and its contribution to predicting foster parenting success. In short, there is no "correct" type or amount of information that can be collected through the interview. There are areas, however, in which you might consider asking questions. These are:

- Parents' own childhood:
  - -- Own parents' style of parenting
  - -- Family structure including rules, norms, and expectations
  - -- Number and influence of other siblings and other adults in the home
  - -- Position relative to other siblings and relationships with them
  - -- Significant experiences as a child
  - -- Understanding of own feelings, problems, and needs as a child
  - -- Understanding of own childhood development and its stages
  - -- Understanding of parents and other factors influencing own development.
- Approach to parenting:
  - -- Rules, norms, and expectations that exist in own home
  - -- Knowledge and understanding of children
  - -- Significant events in children's lives
  - -- Methods for imposing discipline
  - -- View of the role of warmth, affection, and understanding in childhood development
  - -- Understanding of childhood development and parents' role in this development
  - -- Forms of decision-making affecting children

-- Type of marital relationship, if married.

(These areas should be considered both in the case of a married applicant with or without children or an unmarried applicant with or without children. A good deal of information about applicants' approach to parenting may be gathered by inquiring about their approach to their children.)

- Family characteristics:

  -- Income

  -- Employment

  -- Education

  -- Physical and mental health

  -- Age

  -- Sex

  -- Number of siblings

  -- Children in the home and relationships

  -- Number of adults in the home and relationships.

The success of an interview is largely determined by the interviewer's style, sensitivity, and experience. There are techniques, however, which all interviewers can utilize to increase the chances of success. These are:

- Identify own assumptions before beginning and remain aware of these throughout.
- State the purpose of the interview in frank terms.
- Stress the confidentiality of the information.
- Use familiar, everyday language.
- Do not ask direct questions that suggest an answer (e.g.,"Do you think you could express compassion to a foster child who expresses hatred toward you? ").
- Ask questions that are not answerable by a simple "yes" or "no" (e.g.,"What do you think will be hard about being a foster parent?").
- Elicit further response in a non-directive way (e.g., "Could you give me an example of what you mean?").

- Probe the applicant for as much information and clarity as possible. Some probing techniques include:

  -- Allow respondent as much time as necessary without interruptions to explain themselves

  -- Make a neutral remark which will lead respondent to discuss answers

  -- Give an example of what you think the applicant is trying to say. Beware of examples, though. You may have a person discussing the specifics of the example, rather than the concept the example was meant to explain.

- Do not make comments or judgements about the answers. This interrupts the flow of the interview and may influence the applicant's future responses.

- Ask for clarification and details on vague statements.

- Record the answers in detail, using a tape recorder if possible, and if the applicant concurs.

To end the interview, remind the applicant that the next step in the screening process is the home study. Do not make any evaluative comments on the interview. If the applicant asks, say that a strict "evaluation" is never done as there are no right or wrong answers. Tell them that an independent review board looks at all the information at the end of the screening process and decides whether or not the applicant has the qualities which are in demand at the present.

Visiting the Home

The home study process consists of additional investigations of the home itself and observing the parents interacting with any children in the home. Investigation of the home involves examining for sufficient space, safety, cleanliness, warmth, and comfort. A visit should take place before final selections are made and be carried out by an experienced caseworker, preferably the caseworker who will work with the family should they be approved. During the observation, the worker should pay special attention to relationships in the home. For instance, the worker should observe the extent and type of communication, the manner which the family members solve problems, how decisions are made and implemented, forms of support family members give to each other, and forms of discipline and methods used to apply it. The worker should discuss the idea of a foster brother or sister with the children. Of special concern is observation of children in the family. The worker should notice how each child interacts with any siblings and friends. This is a good indication of how the child might interact with the foster child.

The worker should take notes during the observation but if this makes the prospective family uncomfortable, the worker should record the

information immediately following the visit.

Final Selection

No one method of approving a foster parent is superior to another and the method used depends on many factors, including: information, time and staff available; organization resources; and philosophy. A procedure which has proved successful, however, is the review of all information about the applicant by an independent review board consisting of individuals experienced in providing foster care and working with foster families.

Regardless of the decision-making method used, it is helpful to both your organization and the applicants to inform them, through personal contact, of the decision shortly after it is made. A full explanation of the decision should be given and refused applicants should be allowed to ask further questions or to speak to another worker. The accepted applicants should be reminded of the next step in the process of becoming foster parents.

Predicting Foster Parent Success

Some characteristics are useful predictors of a successful foster family. A study by Dr. Patricia W. Cautley and Dr. Diane P. Lichstein of the University of Wisconsin-Extension reports that "A number of the characteristics of applicants for foster care, taken together, can be used to identify with a fair degree of accuracy those who turned out to be 'more successful' and those who were 'less successful.'" (Manual for Homefinders: The Selection of Foster Parents, Patricia W. Cautley, Diane P. Lichstein, University of Wisconsin-Extension, 1974, p. 3). The study cautions, however, that no one of the characteristics alone has predictive value. It also recommends that these characteristics be combined with additional information and that a final decision regarding the placement of a specific child(ren) be based on all of the information available.

For 18 months, the study tracked new foster families caring for foster children from 6 to 12 years of age. Success was determined through interviews with the evaluations of foster parents at regular intervals. Successful foster parents were those judged by the caseworkers and an independent research staff as providing the level of care and nurturing adequate for the development of the child.

In general, a placement was more likely to work out well if the prospective foster mother:

- Had grown up in a family with a number of brothers and sisters and was an older or the oldest child in her family.
- Had the experience of caring for a child not her own for several weeks, both day and night.

- Showed skill and understanding in handling a number of specific behavior incidents (all typical of school-age children), and also in understanding and handling the hypothetical behavior problems shown by a "defiant" and "withdrawn" child.

- Discussed each of her own children (or children she had had experience with) as distinct individuals.

and if the prospective foster father:

- Had grown up in a family with a number of siblings; however, his position as the only or oldest child in the family was not a favorable characteristic.

- Expressed warmth in talking about his own father and described his father as affectionate toward him.

- Indicated favorable attitudes toward having a social worker visit the home and make definite suggestions regarding the handling of the foster child.

- Showed understanding and skill in responding to specific behavior incidents, and also in understanding and handling a "defiant" child and a child who is "careless with his clothes and the furniture in his foster home."

- Focused on the problems of the foster child, such as adjusting to a strange situation, etc., in talking about what might be difficult in being a foster parent.

- Reported that he and his wife together made major decisions in the family, rather than either of them having greater authority.

In addition, placement is more likely to work out well if:

- The foster child becomes the youngest child in the family group.

- There are no pre-school children in the home; more than one pre-schooler has even more of a negative effect.

- The foster child's natural family retains parental rights, as contrasted with the transfer of custody to guardianship.

- The social worker available to make and supervise the placement has had at least several years experience in the field and is able to have several contacts with the prospective foster parents to prepare them for the placement.

Cautley and Lichstein used a standard interview schedule for each prospective foster mother and father. These were completed before their foster parenting responsibilities began and elicited the information later found to be predictive of success. Cautley and Lichstein provided instructions on how to code and summarize the responses to the questions, translate the code into weights, and add them together to get a total score indicating the "relative promise" of the applicant couple as a foster parent couple. These instructions, in addition to the interview schedules and the report on methodology and findings, are available in the Manual for Homefinders (Center for Social Service, University of Wisconsin Extension, 610 Langdon, Madison, Wisconsin 53706). Even if you are not interested in using the interviews in such a systematic way, they may suggest areas to consider in designing your own questionnaires. The authors emphasize the value of asking all applicants many of the same questions so that you have a reasonable basis for comparison of families.

Determining Training Needs

The success of foster parent training depends upon an organization's willingness to adapt the course approach and content to the needs of the participants. The screening information is the basis for determining these needs. To adapt training methods and content so that they are responsive to the participants' needs, you must identify which will work best with the participants and the skills areas where participants are weak.

An effective way to determine the best approach in training participants is to ask them about the types of training or teaching experiences with which they have felt the most comfortable. Do they prefer to work in groups or alone? Are they more comfortable with personalized instruction or working from a workbook? Do they feel movies and film strips are an effective means of communicating?

Caseworkers, other staff involved in foster care, and experienced foster parents should identify the areas in which foster parents need training even though they may have had previous exposure. These areas are the foundation for the course in the next part and are ordinarily found in any foster parent training. Areas in which your particular participants need training can be identified by taking a look at the information gathered during screening. Examine both the interview and home study records of each participant and define the areas in which most are weak. For instance, five out of 30 participants may know next to nothing about childhood development. Three of these five and ten others may show evidence of not knowing how to discipline in a constructive manner. Others may know nothing about shared problem solving.

After identifying the areas in which many of the participants need training, divide them into groups addressing their particular needs. Those participants whose needs fall into more than one group can attend the necessary groups in turn. This approach assumes (1) a majority of the participants will need training in common areas (which is usually the case at the introductory stage), and (2) your organization has qualified staff available to lead several training sessions simultaneously (not often the case).

The second approach is to design your training to be both broad and flexible enough to address a variety of needs within the same group of participants. This approach assumes that (1) a sufficient number of trainers will be present at the training to respond to a variety of needs simultaneously, and (2) additional exercises and readings can be assigned to be worked on outside of the training session so as to allow participants to pursue their particular needs.

PART II: TRAINING FOSTER PARENTS

INTRODUCTION

As the number of children in foster care has increased so has the demand for thorough but economical training in the basics of foster parenting. In addition, the move toward community-based solutions to the problems of youth has also increased the number of children with special needs, such as the mentally and physically handicapped and juvenile offenders, who are eligible for foster care placements. Such placements, however, are appropriate only if foster parents receive training to help them meet the special needs of their foster children.

It is hoped that the information provided here will help foster care organizations build a strong foundation for the appropriate care of their foster children. Section I contains an overview of a foster parent training course which represents an aggregate of many approaches to giving foster parents the knowledge and preparation they need before they begin to care for a foster child. It is meant to serve agency personnel who will want to design their own course tailored to the needs of their group.

The training course is followed by a section on guidelines for training adults and facilitating groups. It is meant to help agency personnel who may not be familiar with educating adults or who may not be experienced in working with groups.

Section I: Foster Parent Training Course

This course consists of six sessions intended to give new foster parents an understanding of their role as foster parents and of the foster child and the natural family, and a thorough knowledge of foster care, the foster care system, the agency, and available services. This is a course in basic foster parenting and as such, is designed to be delivered before the foster parent begins caring for the foster child.

The course is structured around six general topic areas and is deliberately broad in content and scope. The content and the way it is presented should be used as a base for building a training course for the specific foster parents taking the training. The structure of the course (trainers, agenda, sequence of sessions, etc.) is offered as an example and may be adapted depending upon content, training personnel, and time available.

Training methods, such as group training, discussion, and role play, are also only suggestions. Trainers should take care to base their methods of

delivery on the unique characteristics of the individuals being trained. Group work, for instance, is not an effective method of training foster parents who respond better to one-on-one instructions or to more impersonal instructions.

Flexible and responsive training requires sharp and experienced trainers. The group leader or leaders for every session should have extensive experience in training adults. Assistant trainers should also have experience in foster care with strength in the particular area in which they are working. If experienced foster parents are involved in the training, they are more effective if they have received instruction in training their peers. If foster children are involved, they must be mature enough to talk about their life without discomfort. They probably should only be used in discussions and to answer questions, and not in role plays or situation exercises.

The sessions should be as close together as possible so that participants will build on their training.

Each session consists of the following:

1. Brief description of trainers and suggested qualifications

2. Agenda of activities

3. Activities based on specific objectives in order of presentation

4. Methods and content of training under each relevant activity

5. Lists of selected books, tapes, and films to help in training or to inform foster parents

What to Expect in Training Sessions

Session I: Orientation to Foster Parenting gives potential foster parents sufficient information about such things as types of foster children, foster parent responsibilities, and the agency's role so they can make an informed decision on whether to become foster parents. This session takes a full day.

Session II: The Foster Child explores childhood and adolescence with emphasis upon foster children. The session tries to educate foster parents to the experiences of foster children and how these affect their behavior. This session is delivered soon after the first session, perhaps the first evening after the orientation.

Session III: The Foster Child's Natural Family promotes a general understanding of the natural family and develops the new foster parent's capability to work with the natural family in caring for the foster child. The session takes three hours and can take place in the evening.

Session IV: Guidelines for the Caring for Foster Children introduces new foster parents to the idea of helping the foster child by encouraging development. Parents learn to help the foster child learn about himself, others, and the world around him through understanding, caring and setting limits. Applying fair and consistent discipline and creating structure in the foster child's life are part of training. This is an important session and contains a great deal of instruction so it will take two evenings or a full day.

Session V: Agency and Community Services; Administrative Details and Course Summary and Assessment introduces new foster parents to key agency personnel, agency services, and community services. It is intended to encourage a comfortable working relationship between the agency and foster parents. New foster parents are instructed on their administrative procedures and responsibilities such as recordkeeping and informed of the agency's responsibilities such as reimbursements. The session ends with a group discussion of major points, an explanation of what is to come, and a training course assessment session. This session has greatest impact if it takes place at the agency over an entire day.

Choosing a Place and Time

Consider the fact that the people who are attending this course are volunteering their time. Also, because they may become foster parents they are among your greatest potential assets. As such, conduct the training at times and places most convenient to them, not to your own staff or organization. In choosing locations consider such factors as:

- Shortest distance for the greatest number of participants
- Environment conducive to training and group work (e.g., school buildings or meeting houses with large rooms equipped with blackboards, film screens, etc.)
- Repeated use of the same location so everyone is more comfortable in a familiar setting.
- Rent-free, or donated space

Finally, the agency should do everything possible to make it easier for potential foster parents to attend the sessions. For instance, the agency might provide or arrange for babysitters and transportation.

SESSION I: ORIENTATION TO FOSTER PARENTING

Trainers

- Course coordinator knowledgeable about foster care systems, agency services, and group training.
- Agency caseworker(s) experienced in all facets of foster care and agency operations.
- Foster parents with several years experience in foster care and an ability to talk about them.

Agenda

Morning Session

9:00 - 9:15	Introduction of session participants
9:15 - 9:30	The training course and the day's agenda
9:30 - 10:00	The foster care system and the agency
10:00 - 10:30	The foster child and reasons for placement
10:30 - 12:00	The responsibilities of foster parenting; its difficulties and rewards
12:00 - 1:00	Lunch

Afternoon Session

1:00 - 1:30	The relationship between foster parent and agency
1:30 - 2:30	Administrative details
2:30 - 3:00	Summarize and assess

Morning

Activity Number 1: Introduce session participants, including parents, and put participants in an enthusiastic mood.

- The trainers should give people time to mingle and to introduce themselves to each other.
- The course coordinator encourages group members to introduce themselves to the group. (See "Breaking the Ice" in the section on Guidelines for Training.)

Activity Number 2: Explain the entire training course, its content, timing, and location.

- Course coordinator explains that the present session is the first in a series. This session's purpose should be described as giving the participants enough information on the nature and purpose of foster care, the role of foster parents, and the purpose and role of the foster care agency so that they can decide whether to become foster parents.
- The agenda for the day is discussed.
- The course coordinator briefly outlines topics, objectives, timing, and location of the rest of the sessions. Questions should be encouraged.

Activity Number 3: Explain the philosophy and goals and structure of the foster care system and the agency.

- To help members better understand their own and others' concepts of foster care, trainers ask them to participate in defining foster care through discussion, individual work sheets, or brainstorming. For example, members list on a blackboard what foster care means to them. Then, trainers list their key perceptions of foster care on the other half of the board for easy comparison and discussion.
- Briefly outline the philosophy and goals of foster care. (Trainers may provide a quick history if they feel this would stir interest or increase understanding). Then explain the philosophy and goals of the agency, and any similarities, or differences between it and foster care systems in general. Philosophies and goals are written out so members can refer to them when needed.
- Explain where and how the agency fits into the overall foster care system. It may help to use diagrams.

Activity Number 4: Describe the children needing foster care and the reasons for placement.

- Trainer, perhaps a caseworker, discusses the types of children needing foster care and common circumstances surrounding their placement.

Activity Number 5: Detail the responsibilities involved in being a foster parent and talk about the rewards and difficulties in foster parenting.

- Trainer (agency caseworker) discusses the responsibilities for such things as the following:

  -- Health, welfare, and safety of the foster child

  -- Obligations to the foster child (e.g., school attendance, dental requirements, music lessons)

  -- Opportunity for natural family to visit with the foster child

- Experienced foster parent(s) might present brief anecdotal accounts of the difficulties and rewards of foster parenting. Areas mentioned might include:

  -- Foster child behavior

  -- Natural family behavior

  -- Problems and rewards encountered in the interaction of foster child and natural family

  -- Assistance and problems in working with cas workers and the agency

  -- Foster parent relations with the community

  -- Overall feelings about being a foster parent.

Lunch

Lunch, provided by the agency or eaten nearby is a good time for trainers and foster parents to talk informally and to discuss the morning session. Trainers should solicit feedback on the clarity and value of the session. Before beginning the afternoon session, they should discuss the reaction received at lunch and adjust the rest of the session as needed.

Afternoon

Activity Number 6: Define the relationship and responsibilities between the agency and the foster family.

- Trainers outline the nature of and procedures for coordinating roles and responsibilities of the agency and foster family and give practical reasons for and benefits of coordinating. They should also offer examples of coordination, such as foster parent, foster child, and agency involvement in case planning. Representative foster parents should help explain the necessity and value of team work from a practical experience viewpoint. A roundtable discussion led by the trainers may follow.

Activity Number 7: Summarize administrative requirements that apply to foster parents.

- Course coordinator briefly describes each administrative responsibility of foster parents, including:

  -- Licensing

  -- Insurance

  -- Foster care contract

  -- Recordkeeping

  -- Accounting

  -- Reimbursement procedures

  -- Termination or transferral procedures

- Coordinator hands out samples of forms, records, and agreements so that foster parents are aware of the administrative aspects of foster parenting and they may consider these in their final decision.

Summary and Assessment

- Group leader summarizes the session by reiterating important points.

- Before anyone leaves, the leader hands out assessment questions and asks that they be filled out immediately. Assessment questions and comments are a primary means of improving the session. Sample questions are:

-- Have you met everyone in the group?

-- Was today's session too long, too short?

-- What are the objectives of this session? Did we achieve them?

-- Were the time and place of the sessions convenient?

-- List the philosophy and goals of this agency.

-- Define foster care.

-- Do you understand some reasons for placement in foster care?

-- How will the agency support you as a foster parent?

-- What must you do to receive this support?

-- What aspects of the session were most enlightening, most helpful?

-- What aspects were least helpful, or irrelevant?

Trainers should record these reactions and consider them in planning future sessions.

The group leader before ending the session must have everyone's name, address, and phone number. Participants should be given the name and number of a contact person within the agency, preferably someone they've met, to answer future questions and be given a list of relevant readings in case they are interested in additional information. Suggested readings are included in the following list. References to tapes and films that may help in the presentation of the training session are included.

Relevant Materials

Books and Articles:

1. Creating a Foster Parent-Agency Handbook. Foster Parent Project, Child Welfare League of America, 67 Irving Place, New York, New York 10003.

2. For Foster Parents, From Foster Families. Tulsa County Foster Parent Association, P.O. Box 4664, Tulsa, OK 74104. This is a collection of essays by members of foster families describing their feelings and needs of foster children.

3. On Fostering: 15 Articles By and For Foster Parents. 1972. Child Welfare League of America, 67 Irving Place, New York, New York 10003.

4. Sharing and Caring. U.S. Department of HEW, Office of Human Development. Administration for Children, Youth and Families/Children's Bureau. 1976. DHEW publication No. (OHD) 76-30068. Available free of charge. Describes needs of foster children, satisfaction and problems of fostering.

5. Some Dramatic Effects of Separation and Placement. Ner Littner, M.D. 1956, 32 pages. Child Welfare League of America, 67 Irving Place, New York, New York 10003.

6. What You Always Wanted to Discuss About Foster Care But Didn't Have the Time or the Chance to Bring Up. Mary Reistroffer. Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003. Conversations with foster parents illustrate the touching, comical, troublesome, and satisfying experiences of foster parents.

Tapes:

1. "Is Pain Part of the Healing Process?" (Discusses separation from natural families.) Mary Reistroffer. Child Welfare League of America, Inc.

2. See tapes included in Introduction to Foster Parenting Curriculum package discussed in Appendix A.

3. See Appendix B: References and Sources.

Films:

1. Available from Parent's Magazine Filmstrips, 52 Vanderbilt Avenue, New York, New York 10019.

   -- Development of Feelings in Children

   -- Death

   -- The Child's Point of View

   -- Death and Separation

2. See also description of films included in "Introduction to Foster Parenting" curriculum package discussed in Appendix A.

3. See Appendix B.

SESSION II: THE FOSTER CHILD

Trainers

- Child psychologist or someone equally qualified to speak about the stages of child development, and child and adolescent behavior.
- Casework supervisor, head caseworker, or caseworker with several years of experience and good group facilitation skills
- Caseworkers with experience in group work and training adults. There should be one caseworker for every five new foster parents.
- Foster parents with several years of fostering experience and instruction in training.
- Foster children selected for their ability to relate their experiences and handle sometimes insensitive inquiries into their past.

Agenda

Evening Session

7:00 - 8:00	Stages of development in children and child and adolescent behavior
8:00 - 9:00	Foster child development and behavior
9:00 - 9:30	Fears and concerns about caring for foster children
9:30 - 9:45	Summary and assessment

Activity Number 1: Explore stages of development in children and understand child adolescent behavior.

- Child psychologist explains stages of physical, intellectual, and emotional development.
- Child psychologist introduces the concept of the causal relationship between a child's family situation/background and his development. She also discusses behavior and needs typical of varying stages in child development.

- Group members are asked to recall their actions, attitudes, and feelings at specific times in their lives, for example, at age thirteen. Where were they? What was the family situation? What were they feeling -- intellectually, physically, emotionally? Members also discuss how various family problems affected their behavior, attitudes, and feelings.

- Using the discussions on the link between family situation and child development and members' behavior during stages of development, the psychologist might lead a discussion on good parenting approaches in each stage of development.

- Group discusses the most essential factors contributing to a happy, stable childhood and lists them on a blackboard. Factors such as structure, consistency, understanding, listening, and family activities should be included as important to good parenting.

Activity Number 2: Introduce foster parents to foster child behavior.

- A descriptive film can present case histories of foster children. The group leader should ask participants to imagine themselves in place of children and to describe how they would respond. For a list of films, see Appendix B, References and Sources, Foster Parent Training, Audio Visual List.

- Experienced caseworker, perhaps the case work supervisor, draws on specific examples to illustrate foster child behavior that foster parents encounter. The best examples are those similar to experiences the participants may have had either when they were children or with their own children. Discussions should touch on several common types of behavior and a wholistic view of the reasons for several common types of behavior. A goal is to help foster parents realize that foster child behavior is similar to all child and adolescent behavior. Trainer should refer back to earlier discussion in behavior and development.

- Caseworker or psychologist points out the common factors in foster childrens' background which lead to developmental problems and acting-out behavior. Although these problems and behavior may be more severe than in other children, they are similar and can be remedied by good parenting.

- Caseworker or psychologist focuses on the behavior caused by the trauma of separation from the natural family and disruption of other relationships.

- Small groups are organized, preferably no more than six new foster parents in each, for role play and discussion. Trainers select role plays (see discussion on role play in guidelines for training adults) prepared ahead of time and use those that will be most instructive to the group. For instance, if there is concern or

confusion about the trauma of separation and the child's behavior immediately after placement, then a role play situation might depict the foster child's behavior during the first week of placement. This play should be stopped at any time to discuss situations, reactions, and possible alternatives. It is helpful to tape the role play and run it back for discussion of members' reactions.

- A panel of selected foster children may be invited to discuss their experiences in foster care but only if the proper foster children are available (see under Trainers, this session, for selection criteria) and if they have been properly prepared.

Activity Number 3: Ask foster parents to address their fears and concerns about caring for a foster child.

- Trainer (caseworker) asks members to imagine themselves at the day before the foster child is coming to live at their home. How do they feel? Do they have any fears? Concerns? They should examine the causes for those feelings. Do they feel uninformed? Do they feel they lack parenting skills? Do they fear that the child will act outrageously? After identifying and recording the ten primary fears and concerns, the group discusses them and focuses on solutions. In some cases, the concerns of the parents can be answered immediately. Role play situations in which the parents overcome feelings of inadequacy will give them experience and confidence.

- Trainer (caseworker) may ask group members to write down their fears and concerns. These can be responded to by discussion or role play without identifying the author of the concerns or through one-on-one consultation at a later date. Training techniques should be adapted to the needs of the group.

Summary and Assessment

- Caseworker who has acted as the group facilitator summarizes the major points covered in the session. Special attention should be given to areas about which the group had the most concerns. She should ask how the group feels about these concerns and whether they feel comfortable. The caseworker should take notes for planning future training.

- Assessment might include a brief questionnaire including such questions as:

  -- What were the objectives of this session?

  -- Did we accomplish these objectives?

  -- Which areas were covered adequately?

-- Which were not?

-- Questions on the specific content of the session.

- The leader should encourage the group and be positive about its performance. He should remind them of the next session.

Relevant Materials

Books and Articles:

1. Publications from the Department of Health, Education, and Welfare, Children's Bureau, Administration for Children, Youth and Families, Office of Human Development:

   -- A Handicapped Child in Your Home. Publication No. (OCD) 73-29.

   -- An Adolescent In Your Home. Publication No. (OHD) 77-30041.

   -- Infant Care. Publication No. (OHD) 76-30015. 1975.

   -- Moving Into Adolescence: Your Child in His Preteens. Publication No. (OCD) 73-60. 1972.

   -- The Vulnerable Child. Murphy, Lois B. & Leeper, Ethel M. U.S. Government Printing Office stock #017-091-00183-9.

   -- Your Child From 1 to 6. Publication No. (OHD) 76-30026. 1974.

   -- Your Child From 6 to 12. DHEW publication No. (OHD) 76-30040. 1973.

2. Publications available from Public Affairs Committee, Inc., 318 Park Avenue South, New York, NY 10016 (212) 683-4331.

   -- Parent-Teenager Communication: Bridging the Generation Gap, Bienvenu, Millard J., Sr. Public Affairs Pamphlet #438.

   -- Enjoy Your Child - Ages 1, 2, and 3. Public Affairs Pamphlet #141.

   -- Helping the Handicapped Teenager Mature. Public Affairs Pamphlet #504.

   -- Helping Children Face Crisis. Public Affairs Pamphlet #541.

   -- Keeping Up With Teenagers. Public Affairs Pamphlet #127.

-- Understand Your Child -- From 6 to 12. Public Affairs Pamphlet #144.

-- 3 to 6: Your Child Starts School. Public Affairs Pamphlet #163.

3. Foster Care of Children: Nurture and Treatment. Kline, D. & Overstreet, Columbia University Press, New York. Available from the Child Welfare League of America, Inc., publication No KF-94.

4. Foster Placement and Separation Trauma. Wallinga, J.W., Public Welfare, Vol. 24(4) (1966).

5. Helping the Child to Use Foster Family Care. O'Connell, Marie, Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003. Publication NO. E-10. An in-service training and teaching aid.

6. "How Children Feel About Being Placed." Moss, S.Z., Children, Vol. 13 (4) (1966).

7. "New Insight Into Separation and Loss and its Implications for Child Welfare Practice." Meecham, Garth D., Utah Public Welfare Review (Winter-Spring 1970).

8. "Pre-Adolescent Foster Children in Group Discussion", In Child Welfare Services: A Sourcebook, Kadushin, Alfred. Macmillian Co. 1970. (Gives insight into feelings and fears of foster children.)

9. Pre-Adolescents - What Makes Them Tick? Redl, Fritz, Child Study Association of America, Inc., Publishing Department, 9 East 89th Street, New York, N.Y. 10028.

10. "Separation - A Crucial Issue in Foster Care." Adler, J., Journal of Jewish Communal Service, Vol. 46(4) (1970).

Tapes and Films: See Appendix B: References and Sources

SESSION III: THE FOSTER CHILD'S NATURAL FAMILY

Trainers

- Caseworkers, preferably with special training in family dynamics. There should be one caseworker for every six foster parents.

- Foster parents with several years of experience working with foster children and natural families and with skills in training adults.

Agenda

Evening Session

7:00 - 8:00	The natural family
8:00 - 9:00	The natural family and the foster child
9:00 - 9:30	Foster parent role in involving the natural family
9:30 - 10:00	Summarize and assess

Activity Number 1: Promote understanding of the natural family.

- Experienced caseworker or family counselor describes common family structures, such as number of adults in the home, children, relatives having influence, peers influencing parent(s) and children, and authority figures. Family standards are also discussed (the apparent lack of standards is a standard in itself), for example curfew times, friends in the house, alcohol and drug use, dress and acceptable language. Another area to talk about is actual behavior and actual ways of interacting, for instance, children consistently deferring to parent(s) or rebelling continuously, the ways they rebel, and the ways the parent(s) respond.

- Discuss with entire group the structure, standards, and norms of their own families, as well as the differences between them.

- Role play with some of the group as parents and others as foster children reflecting their family standards, structure, and norms. Caseworkers should participate by playing the foster child if the group needs help. Another area to be covered is the differences between the foster parent's own families and the foster child's family background, especially potential sources of misunderstanding, confusion, tension, or conflict, caused by the discrepancies. Possible solutions to these problems should be addressed.

- Caseworker or family specialist cites actual cases to describe problems that arise in families that bring about the need for foster care. She makes it clear that the reasons for family disruption are complex and are not easily or quickly solved and that the foster parent is not responsible for trying to help the natural family. Rather, the foster parent should understand the natural family in order to better understand the foster child.

- A natural parent of a foster child might be invited to tell how she felt on placing her child in the program and how she was helped or hurt by foster parents.

Activity Number 2: Sensitize foster parents to the importance of the natural family to the well-being of the foster child.

- Ask group to recall situations when they had unusually heavy family and personal burdens upon them and to respond to such questions as, "How did you feel?" and "Did you ask for help?"

- Trainer (caseworker with extensive natural family experience) discusses the importance of the natural family to the foster child, especially the fact that foster child's successful adjustment to the foster family is dependent upon meaningful contact with the natural family. She should also talk about such things as the foster child's sensitivity to criticism of natural family. If possible, a foster child should speak to the group about this.

- Describe situations that illustrate the attachment and emotional dependence the child has for the natural family. Group members should explore the nature of this attachment using their own personal experience as a guide and discuss the emotional ramifications of a child being separated from the natural family.

- Provide a bibliography of books on family lives, especially lives that have been disrupted, and that reflect the type of lives and backgrounds of the people served by your agency.

Activity Number 3: Prepare the foster family to take an active role in including the natural family in caring for the foster child.

- Caseworker discusses the importance of foster family help in maintaining contact between child and natural family and describes cases in which this was done successfully. She should also describe cases in which the foster family was not supportive and explore why. Experienced foster parents might be asked to explain roles they have assumed in helping to balance the child's need for natural family contact and the reality of the child's living in a foster home.

- Prepare the foster family for contact with the natural family. Discuss how foster parents might handle the following situations:

  -- The natural mother arrives to take her child out of town to visit grandparents. She assures the foster parents that the caseworker has approved the trip but the worker has not contacted them about the plan.

  -- The natural family habitually arrives unexpectedly to visit the child, often at inconvenient times, disrupting foster family activities or plans.

  -- Your foster child returns to his own home without your knowledge or consent.

-- The natural parents do not keep promises made to the child.

-- The natural parents plan to have the child spend Christmas with them and the foster parents have also made elaborate holiday preparations including the foster child.

- Talk about reasons for the foster child's and the natural family's behavior and discuss ways of handling situations. The trainer should detail the support the foster parent can expect from the agency caseworker in dealing with the natural family.

- Small groups role play situations in which foster parents are faced with responding to natural family behavior and resulting foster child behavior. For instance, members of the natural family (played by experienced caseworkers) have stopped by the foster home late in the evening unannounced and demand that the foster child (played by a group member) come home with them because they are leaving early in the morning on a trip and don't want to come by in the morning to pick up the child. The foster child tells the foster parents that he does not want to go on the trip. The foster parents (played by group members) must make a decision at the moment. Agency staff should directly participate only to get the groups going. They should begin the activity and periodically provide feedback so as to increase group members' insights.

Summary and Assessment

- Trainer, who has acted as the group facilitator, summarizes the major points of the session.

- Trainer hands out assessment questionnaire or has the group assess the session aloud. Trainers should ask about the length, timing, content, relevance, and helpfulness of the session. Also, trainers should find out if the exercises and other instruction techniques were effective.

- Trainers should give positive feedback especially encouragement, to the parents on their participation and should suggest ways of thinking about the next session.

Relevant Materials

Books and Articles:

1. The Importance of the Natural Parent to the Child in Placement. Department of Health, Education, and Welfare, Washington, D.C.; DHEW publication No. (OHD) 76-30027.

2. The Hidden Parent. Jallowicz, Almeda R. HEW, OHD, Administration for Children, Youth, and Families, Children's Bureau; Washington, D.C.

3. The Parent in the Shadows. Phyllis Johnson McAdams. Reprinted from Child Welfare, January, 1972, 5 pp. Author's account of her experience with foster family placement of her six children. DHEW, Office of Human Development, Administration for Children, Youth, and Families, Children's Bureau, 1976.

4. "What's Worked for Me," from Foster Parenting Young Children: Guidelines from a Foster Parent. Pelker, Evelyn H., Child Welfare League of America, Inc.; 67 Irving Place, New York, New York 10003.

Tapes:

1. Is Pain Part of the Healing Process? Reistroffer, Mary. Child Welfare League of America, Inc.; 67 Irving Place, New York, New York 10003. Discusses separation from natural families and visiting.

2. The Three Families of Your Foster Child. Reistroffer, Mary. Child Welfare League of America, Inc.; 67 Irving Place, New York, New York 10003.

Films:

1. Foster Parent - Natural Parent Communication. (Part of CWLA Foster Parent Training project discussed in Appendix A).

2. See Appendix B for additional film sources.

SESSION IV: GUIDELINES FOR CARING FOR FOSTER CHILDREN

Trainers

- Caseworker with extensive experience working with natural families and foster families and with lengthy experience instructing adults in family dynamics. A family therapist or caseworker would be an ideal trainer.
- Caseworker versed in child and adolescent behavior.
- Behavioral therapist, child psychiatrist, and/or special education teacher depending upon agency approach.

- Foster parents with several years experience in foster care and experience in training new foster parents.

Agenda

This session should be delivered either over two evenings or during an entire day.

Morning or Evening Session

9:00 - 11:00 am (7:00 - 9:00 pm)	Using understanding of foster child in introducing the concepts of care and discipline.
11:00 - 12:00 am (9:00 - 10:00 pm)	Acceptance of the foster child.
12:00 - 1:00 pm	Lunch

Afternoon or Evening Session

1:00 - 2:00 pm (7:00 - 8:00 pm)	Adjustment to a new foster home.
2:00 - 3:30 pm (8:00 - 9:30 pm)	Methods of foster child care and discipline.
3:30 - 4:00 pm (9:30 - 10:00 pm)	Summarize and assess.

First Session

Activity Number 1: Help foster parents to understand the dynamics between the foster child and the natural family, to understand foster child behavior, and to understand training and discipline methods in foster care.

- Trainer (caseworker) summarizes the major points covered in the sessions on the foster child and the natural family as preparation for instruction in care and discipline.
- Caseworker introduces the concept of proper care of the child within a consistent structure setting limits on acceptable behavior.
- Firm and fair discipline are discussed as a way of creating a structured environment.

Activity Number 2: Help foster parents understand the importance of accepting the child while working to change unacceptable behavior.

- Professional foster care worker/trainers discuss empathy and then break into small groups to work on empathy and communication skills such as listening and positive responses.

- Caseworkers and experienced foster parents discuss with the entire group the concepts of unacceptable behavior or minimum acceptable standards of behavior and ways to introduce this concept to the foster child, such as covering it ahead of time or introducing the foster child to what is unacceptable in his behavior as it happens.

- Group brainstorms on the problems that can arise from conflicts between being empathic while also maintaining a firm limit on acceptable behavior. Group leader lists the significant problems on the blackboard and leads a discussion of possible responses to apparent conflicts, using group suggestions. Experienced foster parents and caseworkers should provide feedback and guidance.

- Role play situations based on real foster care cases involving conflicts suggested above. For instance, John has been a foster child for 3 months and seems to need to be with his older brother who is still with the natural family. However, whenever they get together they get into trouble with the law. This time, John and his brother were arrested for shoplifting and this was after his foster parents told John that they couldn't continue to support him while he was getting in trouble. How should they react, knowing John needs to maintain ties with his natural family but also needs discipline? The trainer should highlight effective solutions to the conflicts.

Lunch or Adjournment

- Trainers should discuss the morning session with group members over lunch and meet just before the afternoon session to change its content and style if necessary.

- If the session is in the evening, the trainer summarizes and prepares members for the second half by outlining its content and asking them to think about a few questions such as:

  -- What type of limits would you set on a twelve year old foster boy's behavior?

  -- What aspects of how you presently handle your own children or of how you were raised can be applied to foster parenting?

Second Session

Activity Number 3: Expose foster parents to ways of approaching foster children who are new to their homes.

- Caseworker/trainer describes the phases of foster child adjustment to a new foster home and the accompanying behavior.

- Caseworker with the aid of experienced foster parents, describes successful ways of approaching the new foster child to make the child comfortable and at ease, or help him to express himself, or inform him of the new family's rules and expectations.

- Role play a situation simulating foster child behavior common in adjusting to the new home (e.g., defensiveness, rejection of foster parents, or openness with wild expectations of what the foster parents can do) Group members take turns playing foster mother and father. Caseworker can depict a range of foster child behavior.

- Discussion might follow involving experienced foster parents who may be asked to relate to the group their personal experiences with phases of foster child adjustment, the problems encountered, and types of responses that best solve the problems.

Activity Number 4: Introduce and explore methods of care and discipline.

- Behavioral therapist, child psychiatrist, special education teacher, and experienced foster parents discuss methods of handling foster child behavior, including child training techniques that have proven successful. The discussion should stress communication, problem-solving, and disciplinary skills.

- Small discussion groups led by the therapist, psychiatrist, or agency representatives talk about various group members' approaches to educating and disciplining their own children. Group leaders refer to the points brought up in the earlier presentation and point out the strengths and weaknesses of the group members' approaches. These approaches and possible modification are discussed.

- Entire group quickly reviews each small group interaction. Group leader discusses particularly relevant problems that were brought up, those that are likely to be faced by the foster parent, and problem solving.

Summary and Assessment

- Summarize the information presented in the session and stress major points. Give out pre-prepared handouts describing methods

of caring and discipline, phases of adjustment to new foster homes, empathy skills, and other major subjects.

- Assess the session either by questionnaire or discussion. Ask questions such as:

  -- What does foster parenting mean to you?

  -- What are the most important elements in caring for a foster child?

  -- What is empathy? What is its value in caring for a foster child?

  -- What approach might you take toward a foster child during his first two weeks in your home?

  -- Why is communication important? How does it contribute to problem solving?

Relevant Materials

Books and Articles:

1. Behavior Modification: An Approach to Education of Young Children with Learning and Behavior Difficulties. Gardner, William I. The National Easter Seal Society for Crippled Children and Adults; 2023 West Ogden Avenue, Chicago, Illinois 60612 (1975).

2. Behavior Modification. Dickman, Irving R. Public Affairs Pamphlet No. 540; 381 Park Avenue, New York 10016.

3. Modification of Child Behavior. Blackham, Garth and Silberman, Adolph. Wadsworth Publishing Co., Inc., Belmont, California.

4. Group Leaders Guide, (supplements Parents Are Teachers with specific implementation steps for training parents.) Research Press, Box 3177 - M, Champaign, Illinois 61820.

5. Parents Are Teachers, A Child Management Program. Becker, Wesley C., Research Press.

6. Principles of Behavior Modification. Bandura, Albert. New York: Hold, Rhinehard and Winston, 1969.

7. Social Learning in Childhood: Readings in Theory and Applications. Gelfand, Donna. Brooks/Cole Publishing Company, Belmont, California; a Division of Wadsworth Publishing Company.

8. Child Welfare; Vol. III, No. 8, October, 1973. Special Issue: Behavior Modification, Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003.

9. The Why and How of Discipline. Auerbach, Aline B. Child Study Association of America, 9 East 89th Street, New York, New York 10028.

10. When Parents Get Together: How to Organize a Parent Education Program. Child Study Association of America, 9 East 89th Street, New York, New York 10028.

SESSION V: AGENCY AND COMMUNITY SERVICES; ADMINISTRATIVE DETAILS AND COURSE SUMMARY AND ASSESSMENT

Trainers

- Director or Assistant Director of the agency
- Course coordinator
- Key agency personnel, the heads of divisions or services within the agency, or individuals who will be working with foster parents.
- Agency personnel to explain administrative requirements such as invoicing, reporting, and expense forms.
- Representatives of services in the community, independent from the agency but available to foster parents.

Agenda

This session has the greatest impact if the meeting is held at the agency during the working day. Arrange babysitters and transportation for the foster parents if needed.

Morning Session

9:00 - 9:30	Introduction and talk with Director or Assistant Director
9:30 - 10:00	Introduction of key agency personnel
10:00 - 10:15	Foster parent as member of agency

10:15 - 10:45	Community Services
10:45 - 12:00	Tour of agency
12:00 - 1:00	Lunch

Afternoon Session

1:00 - 2:00	Administrative Details
2:00 - 3:00	Course summary and assessment

Morning

Activity Number 1: Introduce agency Director and welcome foster parents.

- Course coordinator introduces the Director or Assistant Director who delivers a short speech welcoming the foster parents as a vital ingredient of the agency. The Director might summarize highlights of the agency, recent accomplishments, new directions, and efforts being made on behalf of foster parents.

Activity Number 2: Familiarize foster parents with the organization of the agency and the range of services offered by the agency.

- Agency representative (course coordinator) explains agency using organizational charts. This explanation should include a description of the departments or offices with which foster parents will be in contact. This may be written out to be given to foster parents along with a floor plan locating each department.

- Key agency personnel, preferably representatives of each agency service available to the foster parents, are introduced. Each describes the service he represents, how to use it, requirements for its use, whom to contact and how, and other helpful information. This description should be written in brief form and handed out. Agencies with foster parent-agency handbooks should include this information in them.

Activity Number 3: Emphasize the role of the foster parent as an integral part of the foster parent-agency team.

- Course coordinator or other qualified agency representative explains the role of the foster parent as a member of the foster parent-agency team. He should stress the elements of coordination and cooperation, especially why, how, when, where and using actual cases, point out the advantages of coordination and cooperation.

- Foster parents are encouraged to use their caseworker as a source of support and as a contact with agency and community-based services.

- Course coordinator stresses the agency's recognition of the importance of foster parents by describing in detail the agency's efforts on behalf of foster parents, such as efforts to increase reimbursements or to salary foster parents.

Activity Number 4: Familiarize foster parents with the location of agency services.

- Take the group on tour or conduct several small tours around the agency. The idea is to view the agency in operation and to familiarize the foster parents with it for future reference.

Activity Number 5: Acquaint foster parents with community resources available to the foster child.

- The group might be addressed by special consultants serving the agency, for example, pediatricians, psychiatrists, or legal advisors. These specialists explain their work with foster children, their families, foster parents, and agency staff. They might also explain procedures for utilizing their services.

- Representatives of other community agencies and organizations dealing with foster children could also be introduced to the group. These persons may briefly explain their services and their part in the total picture of community welfare. The speakers should outline how and where to contact them for further information and assistance.

- Representatives of a local, regional, or national foster parent organization should be invited to discuss the purposes of their organizations. They should stress the support, in particular the services the organization offers foster parents. Reference material prepared by the National Foster Parents' Association of the National Action for Children Committee might be handed out for general information as an example of such organizations. Written material, such as foster parent-agency handbooks and descriptions of services and how to receive them, procedures for emergency situations, and listings of agency personnel and how to contact them, should be distributed to the foster parents.

Lunch

Foster parents and agency staff eat together and share questions, concerns, and information from the morning session. Agency staff might meet briefly before the afternoon session and plan ways to answer questions and concerns that could not be answered during lunch.

Afternoon

Activity Number 6: Introduce foster parents to the administrative requirements they need to meet immediately or in the near future.

- Caseworkers, agency financial personnel, licensing personnel, and other agency personnel knowledgeable about administrative requirements describe their purposes and procedures. Using copies of applications, forms, and records, personnel should detail the information needed on each form and how to enter it. Administrative details in the following areas might be considered:

  -- Licensing (if not covered in Session I)

  -- Finances:

    -- budgeting for support of the foster child

    -- record of expenses

    -- reimbursement policies and procedures

    -- requests for additional financial support

  -- Medical, dental, and psychiatric care:

    -- medical record

    -- physician statements

    -- reimbursement policy and procedures

    -- procedures in case of emergencies

  -- Insurance

    -- liability

    -- transportation

    -- fire

    -- agency-foster parent legal and financial responsibilities

-- Contact between the foster parent and the agency:

  -- legal implications

  -- terms of the contract; what they mean

  -- binding and non-binding aspects

  -- expiration or conditions and procedures for cancellation

-- Records of foster child health, attitudes, and behavior:

  -- progress reports or journal

  -- special reports

  -- school reports

  -- outline of planned parenting approaches to the child

- Agency personnel break the group into smaller groups (five people). Each group should be organized around a particular area of administrative requirements. Parents receive instruction in records, forms, and practice in filling them out in short work sessions.

Summary and Assessment

- Course coordinator briefly summarizes the essential points of the course. This refreshes foster parents' memories in areas in which they will shortly be applying their knowledge, such as foster child adjustment to the foster home, natural family involvement, and recordkeeping.

- Foster parents must be informed of the next step in becoming a foster parent and their roles and responsibilities must be made clear to them.

- Foster parents, through questionnaires or discussion, are asked to assess the course with particular attention to the day's session. The course should be assessed in areas such as:

  -- Helpfulness and relevance of the information:

    -- do you feel ready for your foster child? why or why not?

    -- in what course topics do you feel sufficiently knowledgeable?

    -- are there areas about which you would like to know more? what are they?

-- do you feel prepared to work with the natural family? caseworkers? the rest of the agency? other foster parents? the community? why or why not?

-- do you understand all that is required of you in terms of keeping records, reports, and other administrative matters? do you understand the contract and your legal responsibilities?

-- was the course at a convenient time and place? if not, which sessions were especially inconvenient? can you recommend better times and places?

-- can you suggest ways to improve the course structure? for instance, were the sessions too long or too short? could they be offered in a more helpful order?

-- were you comfortable with the techniques used to deliver the training, i.e., discussions, panels, group work, and handouts? what was uncomfortable and why? which techniques had the most impact in terms of your learning and remembering? can you suggest modifications or alternative techniques?

-- Effectiveness of trainers by asking:

-- were the trainers accessible to you? did they respond to your questions and concerns?

-- do you feel that there were enough trainers in each session? if not, which sessions did not have enough?

- It is perhaps best to use a written questionnaire to give the foster parents sufficient time to think about the course and make constructive suggestions. The assessment is to help you plan your next course so that it will be more effective. It is also wise to allow the parents to fill out the assessment in confidence.

- Course coordinator should give group members detailed feedback on their performance in such areas as:

-- attendance

-- attentiveness

-- participation

-- helpful suggestions and ideas on improving the course

-- retention of information

-- ability to develop skills.

Section II: Guidelines for Training Foster Parents and Group Facilitation

Working with Adults

Foster parent training involves educating adults, not children. It is necessary to remain aware of the participant's adult status when preparing and delivering training. Some considerations that arise from this adult status that should be taken into account are:

- Adults expect to be treated as independent, intelligent, self-reliant individuals.
- Some adults have a limited academic background or have been away from school for a long time and may be hesitant about a new educational experience.
- Some adults may fear test situations, or comparison with peers.
- Criticism or ridicule in a group setting will discourage even the most highly motivated.

Discussion Techniques

- Breaking the Ice. Generally, trainers will begin a new course by introducing themselves and describing the type of program planned. They can help put the group in a receptive mood by asking each person to introduce himself, and tell the group about himself. Another technique is to ask members to jot down a few activities they enjoy and a few they dislike, why they are in the class and what they hope to achieve from it. (This activity can take place when students arrive which allows leeway for latecomers.) The information is then traded with another group member so that the two people learn a little about each other. When the group is ready, each student then introduces this partner to the group. Some trainers like to provide coffee and/or light refreshments at the beginning of a session to encourage mingling and to avoid the disruption by latecomers. Exchange of information by members on parking facilities, car pools, and babysitting services are natural topics of discussion to assist in this initial icebreaking phase.
- Seating. Small groups seated around a table or circle are more conducive to the easy flow of conversation than large groups. Formal classroom seating arrangements should be avoided wherever possible.
- Guiding the Discussion. Trainers should take care not to dominate discussions or permit themselves to be the focus of all questions and viewpoints. They should direct questions to other class members.

- Phrase questions so that they elicit thoughts, feelings, and reactions instead of a single word answer.

- Permit ample time for response -- never supply words for the speaker.

- Listen. Do not feel compelled to fill silences.

- Reinforce participation of members by noting praiseworthy attitudes, comments, and motives.

- Weaknesses or fears of group members should be aired and each member put at ease.

- Strengths and experiences of members should be recognized to enhance the self esteem of the members as well as further the learning of the group.

- Course content is absorbed more readily if it relates to the members' everyday lives. It should include examples or illustrations drawn from community life and experiences common to most in the group.

- Group leaders should facilitate and guide group interaction.

- Active participation, thinking, feeling, and empathy of the group will help learning.

- Commonly used techniques to encourage group participation are small and large group discussion, films and/or tapes, role playing, brainstorming, prepared skits, photographs, sketches, cartoons, charts, posters, experience exchanges, case diagnosis, imaginary situations and reactions, and readings.

- Outline the goals of the session and explain the agenda at the beginning of the meeting.

- Remind the group of the agenda if discussion gets off the track and is hindering the learning process.

- Take action to prevent one or a few members from dominating the group. Action possible includes: break the group into smaller groups and change their composition from time to time; assign the dominating member(s) special tasks which will limit their participation; and ask the domineering individual(s) help in encouraging less active members to participate.

Role Playing

Role play is simply putting oneself in the situation of another and experiencing how one would feel. It is play acting that can illustrate potential problems in foster parenting. The leader describes briefly a specific incident or situation and asks for volunteers to act out the parts described, improvising what they might do under the circumstances. The roles and situations can be drawn from actual case studies, or synthesized from several studies. Acting out situations helps the participants to better understand the problems, the causes and the emotions involved.

Taping the role play enables the group leader to go back to specific points in the discussion to further explore with the group the dynamics involved. Responses and/or approaches of the players can be reviewed with the help of the tape, and based on this review, different responses and approaches can be suggested. The facilitator should interrupt the role play or backup the tape to illustrate important points.

After the role play has run long enough to achieve its purpose, the leader should ask players how they felt, and open the discussion for reactions from the group on other methods they might have used under the circumstances.

Brainstorming

Brainstorming is a technique frequently used to develop new or innovative approaches to problems. Participants are asked to call out any and all ideas which come to mind relating to the topic under discussion. The leader should explain that participants should be uninhibited in what they call out. The free association of brainstorming produces many different ideas and some may be very useable and worthwhile. All ideas should be recorded for all to see.

When the ideas and suggestions begin to slow down then the brainstorming should cease and each idea should be considered and retained or dropped after group discussion. Retained ideas can be topics for deeper discussion.

Audio Visual Aids

Short films are helpful to convey a few pertinent points and introduce topics for discussion. Lengthy tapes and films are apt to encourage passive spectatorship, loss of interest, or loss of attention from the main points.

Trainers should preview the film or tapes and thoroughly familiarize themselves with their content. Trainers should take notes on the film to help in later group discussion.

Trainers should clarify the purpose of the tapes or film before playing them. If the purpose of the audio/visual aid is to stimulate discussion or explore reactions, and does not present a right or wrong model, this should be made clear to the group.

Good professional quality training films are expensive. Two or more agencies may benefit by sharing the cost of film purchases. When funding is a major concern, or the film will be used only a few times, it should be rented or borrowed if possible. Public colleges, university and professional libraries are all good sources for audio visual aids. Also state social service departments have catalogs of films and tapes available and government agencies often have films for public use. Special interest and advocacy organizations are another source of training films. A good source of audio/visual equipment is local education offices or individual high schools. A list of sources and descriptions of the material available is included in the Appendix B: "References and Sources."

APPENDICES

APPENDIX A: FOSTER PARENT TRAINING PROGRAMS

The following groups have developed curriculum materials that foster care organizations can use to develop training courses. Contact the relevant source for further information about these materials.

Child Welfare League of America
Foster Parent Curriculum Project.

Sponsor: Child Welfare League of America, Inc.
Helen D. Stone, Director under contract HEW-105-74-1102 with the Children's Bureau, Office of Human Development, United States Department of Health, Education, and Welfare. Curriculum materials developed by the Education Development Center of Cambridge, Massachusetts.

Description: The project consists of two training packages for foster parents: Introduction to Foster Parenting and Foster Parenting an Adolescent. A third, Foster Parenting a Mentally Retarded Child will be available in April, 1979.

Introduction to Foster Parenting is designed for orientation of new foster parents to the role of caring for a foster child. The purpose of the course is to make foster parents more sensitive to the special needs of foster children; to prepare them to cope with problems common to foster children; to increase awareness of the importance of the natural family to the foster child; to improve understanding of agency operations; and to establish the foster parent status as part of the agency staff.

Foster Parenting an Adolescent builds upon the skills learned in the Introduction to Foster Parenting. Course objectives are to help foster parents reach a better understanding of themselves; to be more sensitive to the needs and feelings of adolescents; and to develop ways of responding to teenage foster children.

Materials: The two course packages are similar in format. Each item may be ordered separately. Each course includes:

- A comprehensive Leader's Guide designed for those inexperienced in teaching
- A teacher training cassette
- Twenty copies of a foster parent's workbook
- Twenty copies of selected readings for foster parents

- Twenty copies of a foster parent telephone and resource reference card, adaptable for local use

- Films and audio tapes designed to stimulate discussion and emphasize program goals. Introduction to Foster Parenting contains three films, one of which features natural parents speaking, another features foster children, and a third is directed to the social worker. Foster Parenting an Adolescent features two films, one presenting the viewpoint of an adolescent girl in foster care and another featuring a group of adolescents talking about foster care.

- Cassette tapes, together with transcripts, present discussion by foster parents of problems, experiences, and rewards of fostering.

Cost: The Introduction to Foster Parenting package is available for $350. The Foster Parenting an Adolescent package costs $495.

Source:

- Foster Parent Curriculum Project

  Child Welfare League of America
  67 Irving Place
  New York, New York 10003
  Attention: Betty Hast, Distribution Coordinator

- Complete curriculum packages have been supplied to each state's Department of Social Services, and to each United States Department of Health, Education, and Welfare Regional Office. Persons wishing to examine the courses may do so at those locations.

Eastern Michigan University
Foster Parent Training Project.

Sponsor: Eastern Michigan University, Patricia Ryan, PhD., Bruce L. Warren, PhD., and Emily Jean McFadden, M.S.W., Directors. Under Grant #5T21 MH13742 from the Center for Study of Metropolitan Problems, National Institute of Mental Health, and the Michigan Department of Education under Title I, Higher Education Act Grant. Contract with Michigan Department of Social Services.

Description: This project was designed by the sponsor to meet the need for training of foster parents throughout the State of Michigan. The project focuses on the following areas:

- Roles and responsibilities of foster parents
- Assessing and meeting needs of foster children and coping with their behavior
- Understanding teens, battered and abused, and mentally, physically, or emotionally handicapped children.

Assistance is offered (as far as funds permit) to anyone requesting materials or advice.

Materials:

- Seventeen Course Outlines for Foster Parent Training ($2.00) describes the project and provides information on material to be covered, activities and teaching methods, plus supplemental teaching tools and references for the seventeen courses. The outlines are meant to aid foster care representatives in training foster parents.
- The course titles listed below (preceded by the course number) designate the area of fostering stressed in each course. Courses with an asterisk include an Instructor's Manual, ($3.50-$4.50), and a Student Workbook, ($2.00), covering pertinent material. Also included are lists of films, readings, role play scripts, and video tapes. Courses in press, and those undergoing revision will be sent to any potential user in draft form. Constructive criticism is invited by project staff.

  Course Titles:

  -- FP101 Issues in Fostering: Role, Responsibilities, and the Problems of Separation

  -- FP202 Emotional Development: The Three Families of the Foster Child

-- FP203 Fostering Infants

-- FP204 Fostering the Pre-School Child

-- FP205 Fostering the School Age Child

--*FP209 Fostering the Teenager (includes truancy, substance abuse, teen development and sexuality)

--*FP215 Guiding the Sexual Development of the Foster Child

--*FP505 & 506 Fostering the Mentally Retarded Child I & II

-- FP516 Fostering the Physically Handicapped Child

--*FP521 Handling Lying, Dishonesty,and Destructive Behavior

-- FP525 & 526 Fostering the Child with Emotional Disturbance I & II

--*FP570 Fostering the Battered and Abused Child

-- FP602 Communicating with the Professional

-- FP610 Working with Natural Families

-- FP620 All Under One Roof

--*FP691 Legal Aspects of Fostering

-- FP990 The Foster Parents' Role in Assessing and Planning for the Foster Child

- Multi-media materials are available for project instructors through the Eastern Michigan University Foster Parent Training Project Office. In addition, each course lists inexpensive sources of materials, as well as professional level references available through college bookstores or libraries. A list of audio visual aids available through the project or other sources has been published by the staff and is reproduced in Appendix B: "Notes and References."

Cost: Prices available upon request.

Source: For further information, write:

Foster Parent Training Project
Eastern Michigan University
Ypsilanti, Michigan 48197
Attention: Patricia Ryan or
Jean McFadden
(313) 487-0182

Education for Foster Family Care:
Models and Methods for Foster
Parents and Social Workers.

Sponsor: Child Welfare League of America

Description: Helen D. Stone and Jeanne M. Hunseker, have co-authored this work which deals with pertinent factors to be considered in developing and implementing training programs for foster parents. The book assists planners in devising orientation for new foster parents and also courses of training for foster parents already in the program. In-service training for social workers is included. The work is an excellent aid to those developing training curricula.

Cost: Price: $6.95; publication number 0-87868-112-4

Source: Child Welfare League of America
67 Irving Place
New York, New York 10003

Kansas State University
Foster Parent Education Curriculum.

Sponsor: Department of Family and Child Development, Kansas State University

Developed under a three year grant for the Office of Child Development, Department of Health, Education, and Welfare.

Description: This curriculum is composed of a collection of papers pertinent to issues in foster parent education, Foundation for Foster Parent Education ($3.50), and seven curriculum modules intended to aid instructors in foster parent education. Each module consists of a detailed outline of content in specific areas of foster parenting. The outlines along with instructor's guides, discussion guides, and bibliographies of resources are presented as the core around which foster care organizations can build foster parent training germane to their needs.

Materials: The modules and their costs are as follows:

- Introduction to Foster Parenting, Module I ($3.00):

  -- Outline for Instruction of Material

  Cartoon History of Foster Parenting
  The History of Foster Care
  Chart of Modern Foster Care
  Trends in Foster Care
  Kinds of Foster Care Placement
  Factors in Foster Care Placement

  -- Discussion Guides and Case Studies

  -- Bibliography of Resources

- Introduction to Foster Parenting, Module II ($2.50):

  -- Outline for Instruction of Materials

  Foster Parents' Relationship with the Agency
  Separation from the Natural Parents
  Relationship with the Natural Parent
  Foster Family Relationships

  -- Discussion Guides and Activities

  -- Bibliography of Resources

- Social and Psychological Development of Children, Module I (0-1 years of age) ($1.75):

  -- Infant Guide

  -- Outline for Instruction of Unit

     Social Development
     Emotional Development
     Temperamental Differences
     Sense of Trust
     Dimensions of Early Maternal Care (List)
     Temperamental Differences in Infants (List)

  -- Discussion Guide

  -- Bibliography of Resources

- Module II (1-2) ($2.25):

  -- Toddler Guide

  -- Outline for Instruction of Unit

     Normal Toddler Behavior
     Appropriate Adult Responses
     Guidance Techniques Appropriate for Toddlers
     Undesirable Behavior
     Problems Related to Separation from Natural Parents

  -- Discussion Guide

  -- Bibliography of Resources

- Module III (3-5) ($2.50):

  -- Guide to Pre-School Child (Ages 3-5)

  -- Outline for Instruction of Unit

     Normal, Expected Behaviors and Appropriate
      Adult Responses to these Behaviors
     Guidance Techniques for Pre-School Children
     Possible Problem Behaviors of Pre-School Children

  -- Discussion Guide

  -- Bibliography of Resources

- Module IV (6-12) ($1.75):

  -- School-Age Child (6-12)Guide

  -- Outline for Instruction

     Social and Psychological Development of Children Ages 6 to 12
     Guidance of the School-Age Child

  -- Discussion Guide

  -- Bibliography of Resources

- Moral Development in the Adolescent Years ($3.00)

  -- Moral Development in the Adolescent Years

     The Nature of Moral Development in the Adolescent Years
     Personal Influences on the Adolescent's Moral Development
     Social Influences on the Adolescent's Moral Development
     General Positive Parental Attitudes Toward Normal Adolescent
     Basic Guidance Techniques for Helping Foster Adolescents

  -- Adolescent Drug Use and Abuse

     The Nature of Drug Use
     Reasons for Drug Use
     Coping with the Drug Problem

  -- Premarital Sex

     The Nature of Premarital Sex
     Premarital Sexual Behavior
     Reasons for Premarital Sexuality
     Coping with Adolescent Sexuality

  -- Discussion Guide

  -- Bibliography of Resources

Seven Modules and Foundation Book, $17.00 plus $2.50 postage.

Source:

Mail orders to:

Pam Marr, Project Coordinator
Foster Parent Project
Department of Family and Child Development
Justin Hall 143
Kansas State University
Manhattan, Kansas 66506
(903) 532-5505

The Realities of Adolescent Care.

Sponsor: EPD Consortium C, Houston, Texas, developed these materials through grants from the Texas Department of Human Resources and the Criminal Justice Division, Office of the Governor of Texas, that were made possible by funds from the Law Enforcement Assistance Administration, U.S. Department of Justice.

Description: This series includes a Foster Parent Training Course designed to address the needs of foster parents associated with child-placing agencies responsible for providing substitute care to children 10-17 years old. Other courses available are Staff Training and House Parent Training.

Materials: The foster parent training course consists of five multi-media training packages. These are:

- Do You Want to be a Foster Parent?
- The Foster Care System
- The Foster Family
- Adolescent Growth and Development
- The Foster Child: Meeting Needs and Managing Behavior.

These packages consist of a slide-tape presentation with an accompanying instruction manual. They contain skill practice exercises designed to reinforce concepts presented in the slide-tape. Total time required for the administration of each package is approximately two hours.

Cost: Prices available upon request.

Source: Media Services Division
Department of Human Resources
John H. Reagan Building
Austin, Texas 78701

APPENDIX B: REFERENCES AND SOURCES

1. References on the Recruitment of Foster Parents

- Gaffney, Jane, "Are Foster Homes a Rare Resource?," Child Welfare, Vol. 44 (8), (1965) pp. 394-396.
- Garber, Michael, and others. "The Ghetto as a Source of Foster Homes," Child Welfare, (May 1970) pp. 246-251.
- Glassberg, E., "Are Foster Homes Hard to Find?," Child Welfare, Vol. 44 (8), (1965) pp. 453-[illegible]; 465.
- Gross, Paula Kuhn, and Bussard, Fran, "A Group Method for Finding and Developing Foster Homes," Child Welfare, (November 1970) pp. 521-524.
- Lacy, Stephen, "Navajo Foster Homes," Child Welfare, Vol. 54 (2), (February 1975) pp. 127-133.
- Lourdes, Casal, "The Ghetto as a Source of Foster Homes," Child Welfare, Vol. 49, (1970) pp. 246-251.
- Michaela, M.A., "Community-centered Foster Family Care," Children, Vol. 13 (1), (1966) pp. 8-9.
- Simsarian, Frances P., "Foster Care Possibilities in a Suburban Community," Children, (1964) pp. 97-102.
- Taylor, J.L., Singer, J.L., and others "Attitudes on Foster Family Care in Contrasting Neighborhoods," Child Welfare, Vol. 48 (5), (1969) pp. 252-258.
- Vick, John E., "Recruiting and Retaining Foster Homes," Public Welfare, (1967) pp. 229-234.
- Wolins, Martin, Selecting Foster Parents: The Image and the Reality, New York: Columbia University Press, 1963. 223 pp.

2. References for the Screening of Foster Parents

- Cautley, Patricia, and Aldridge, Martha J., "Predicting Success for New Foster Parents," Social Work, (January 1975) pp. 48-53.
- Fellner, I.W., "Selective Placement of Emotionally Disturbed Children," Social Casework, (June 1964) pp. 341-345.
- Gross, Paula Kuhn, and Bussard, Fran, "A Group Method for Finding and Developing Foster Homes, " Child Welfare, (November 1970) pp. 521-524.

- Kay, N., "A Systematic Approach to Selecting Foster Parents," Case Conference, 13 (2), (1966) pp. 44-50.

- Kinter, R. and Otto, H.A., "The Family-Strength Concept and Foster Family Selection," Child Welfare, Vol. 43 (7), (1964) pp. 359-371.

- Kraus, J., "Predicting Success of Foster Placements for School-Age Children," Social Work, Vol. 16 (1), (1971) pp. 63-73.

- Maluccio, Anthony N., "Selecting Foster Parents for Disturbed Children," Children, (March-April 1966) pp. 69-74.

3. References on Foster Parent Training

- Appleberg, Ester, "A Foster Parent Workshop Report: The Second Year." New York; Yeshiva University, 1969.

- Broome, Thomas H., "A Foster Parent Workshop." In Public Welfare, Spring, 1971.

- Reistroffer, Mary, "A University Extension Course for Foster Parents." Children, (January/February, 1968). (University of Wisconsin)

4. References on Adult Education Techniques

- How to Teach Adults. Adult Education Association of the U.S.A., Washington, D.C. Leadership pamphlet #5, 1959.

- Training and Development Handbook. Craig, Robert, and Bittel, Lester R., editors. American Society for Training and Development. McGraw-Hill Book Company, New York, 1972 (1221 Avenue of the Americas, New York, New York 10020).

- A Treasury of Techniques for Teaching Adults. Warress, Virginia B., National Education Association, Department of Public School Adult Education, Washington, D.C., 1968 (1201 16th Street, N.W., Washington, D.C. 20036).

5. Sources of child/parent training information and/or publications adaptable to Foster Parenting

- National Association for Mental Health
  10 Columbus Circle, New York, New York 10019

- Child Study Association of America
  9 East 89th Street, New York, New York 10028

- Family Services Association of America
  44 East 23rd Street, New York, New York

- The Association for Childhood Education
  3615 Wisconsin Avenue, N.W., Washington, D.C.

- The National Association for the Education of Young Children
  3700 Massachusetts Avenue, N.W., Washington, D.C. 20016

6. National Sources of Audio/Visual Aids and Information
(Request list of material available on topic under consideration.)

- National Association for Mental Health
  1800 North Kent Street, Rosslyn, Virginia 22209

- National Education Association
  1201 16th Street, N.W., Washington, D.C. 20036

- U.S. Department of Health, Education, and Welfare
  Office of Human Development, Publications Division
  400 6th Street, S.W., Washington, D.C. 20013
  Mr. Hal Eidlien, Telephone: (202) 755-7724

  Publications Division is currently compiling responses to questionnaires requesting information on pamphlets, booklets, films, slides, video tapes, media spot announcements, etc. pertaining to foster care developed for agencies across the country. Many publications on parent/child training also available on request.

7. States which have acquired or developed foster parent training audio/visual aids
(Request list of material or information available on topic under consideration. Enclose stamped, self-addressed envelope.)

- Massachusetts:

  Boston University
  Krasher Memorial Library
  765 Commonwealth Avenue, Boston, Mass. 02215

- Kansas:

  University of Kansas
  Bureau of Visual Instruction
  Bailey Hall
  Lawrence, Kansas 66045

- New York:

  New York University Film Library
  26 Washington Place, New York, New York 10017

- Michigan:

The foster parent training project under the auspices of
Eastern Michigan University
Ypsilanti, Michigan 48197
Tel. (313) 487-0182
Patricia Reagan, PhD., Foster Parent Training Project

This project utilizes many films and tapes in its foster parent training curriculum. Some of these were produced at Eastern Michigan University, some at Wayne State University in Detroit, Michigan, and others at the University of Michigan, Ann Arbor, Michigan. Information as to the availability, costs, etc., of these materials can best be obtained by addressing inquiries to the Foster Parent Training Project listed above.

The project staff has compiled the list of multi-media aids included on the following pages. These aids are available through the Eastern Michigan University Project Office and other sources. Contact the source listed for further information.

Foster Parent Training Program

AUDIO-VISUAL LIST
Revised December, 1977

TAPE CASSETTES (Available from Child Welfare League of America, 67 Irving Place, New York, N.Y. 10003 (212) 254-7410

Setting Up Foster Parent Training, Part I and II
Is Pain a Part of the Healing Process?
Contacts in Foster Care
A Foster Child's Three Sets of Parents
New Life Styles and Their Effects on Children -- Especially Foster Children
The Special Needs of Foster Children
The Subject is Teenagers, Part I and II
The Parent Therapist, Part I and II
Children and the Law -- Part I and II
Foster Families - Their Impact on Persons Who Care
Your Child's Self Esteem: The Key to his Life (Success Motivation Institute, 500 Lakeland Drive, Waco, Texas 76710)

FILM STRIPS

Loss and Grief Series, Concept Media, 1500 Adams, Costa Mesa, California 92626 (Instructor's Manual Available)

Loss covers maturational and situational losses, adaptation to loss and possible positive effects of loss.

The Grief Process covers adaptive and maladaptive grieving, with examples of how to support the grieving person's movement from disbelief through awareness to resolution.

The Child Who Left Us: Amy. The death of a child from leukemia is the topic. Concepts of untimely death, anticipatory grief, and defensive reactions by parents are illustrated. Caution: content is evocative, producing strong feeling reaction in trainees.

Portrait of Peter: Illustrates the loss of the "ideal" child when a defective child is born, plus aspects of chronic grief as child fails to develop at a normal rate. Also shows the positive supports needed for natural parents to accept having a retarded child.

My Son's in Trouble: James. Indicates that delinquent behavior can be a reaction to earlier loss, as well as a way of handling the maturational loss of growing up. A powerfully empathetic protrayal of the mother's grief and depression when her son is sent to a "training" camp is given.

PARENTS MAGAZINE SERIES:

With Pride to Progress - The Minority Child Series

Each film strip illustrates the cultural content, values and heritage of the minority group through dramatizations of families. Positive ways to build a minority child's pride and self-esteem are emphasized. There are five individual filmstrips in each minority group. Available from Parents Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017.

The Black Child
The Puerto Rican Child
The Chicano Child
The Indian Child

Understanding Early Childhood Series (ages 1-6)

There are five individual filmstrips on each topic:

The Child's Point of View discusses a young child's concept of causality, the reality of fantasy, the use of names and language skills.

Preparing the Child for Learning illustrates cognitive and language development, and emphasizes the home as the focus of learning.

Development of Feelings in Children shows how feelings grow, are expressed and dealt with.

The Child's Relationship with the Family discusses the parent as teacher, dependence vs. independence, and learning from children.

Children in Crisis Series

There are five individual filmstrips on each individual topic:

Death shows adults the ages of understanding, how to help a child express grief, and how to explain death to children.

Illness illustrates a child's reaction to illness and hospitilization, what happens to a child when the parent is ill, and dicussses readjustment to health.

Child Abuse and Neglect defines child abuse as a crippling disease, covers treatment, prevention and detection. Asks "Who is the abuser, who the abused?" and differentiates between discipline and abuse.

Divorce and Separation covers a child's reaction when discord upsets the family, and shows the experience through the child's eyes. Also examines ways of telling the children, living apart and accepting the new life style.

What Do I See When I See Me?

Concerns social and emotional development of children within the home and school. There are five individual filmstrips on each of the four topics.

I See Hope shows milestones in affective development and underscores the importance of social growth.

I See Love concerns parent-child relationships with emphasis on communication and understanding.

I See Smiles, I See Frowns deals with recognizing and identifying feelings. Also shows assessment of emotional problems in children.

I See Strength protrays the growth of self-confidence in children, with specific reference to the development of internal controls.

Children with Handicaps, Families Who Care

Examines the adjustments and roles in families who have a handicapped child. There are five individual filmstrips on each of the four topics.

Support From the Helping Professions discusses the need for teamwork among parents and professionals in diagnosing a child's handicapping condition and developing a plan for rehabilitation.

Support From the Community enumerates the many sources of assistance available to handicapped persons and their families, including parent organizations, social services agencies and concerned individuals.

Support From the Family takes an in-depth look at adjustments and emotions within the family, emphasizing family strengths which can be the child's greatest asset.

Support From Educators examines the value of early enrollment of the child in an educational program tailored to his special needs, and the impact of parents on school policy.

Even Love is Not Enough --- Children with Handicaps

Examines handicapping or disabling conditions of childhood. There are five individual filmstrips on each of the four topics.

Behavioral and Emotional Disabilities examines the behavior symptomatic of types and degrees of emotional disorders and shows the many avenues of obtaining help.

Educational and Language Disabilities shows how breakdown in parts of language cycle -- hearing, processing in brain, speech and feedback -- can lie at the heart of educational problems.

Intellectual Disabilities presents the concept of Mental Retardation with specific indicators to recognize and assess.

Physical Disabilities points out the three major types of physical handicaps plus discussing the special problems. The parent's role in obtaining diagnosis, treatment and support services is defined.

Conflicts Between Parents and Children

Provides a developmental perspective on young children which enables parents to focus on positives of conflict management and turn potential conflict into growth experiences for both parent and child. There are five individual filmstrips for each of the four topics.

Daily Disagreements provides a framework of routines, expectations and techniques which can eliminate or resolve "hassles" over toileting, dressing, personal hygiene and mealtimes.

Parents Expect --- Children Want establishes unrealistic expectations as a major source of conflict. Problem areas discussed are rules, chores, TV and playtime.

Strange New Places: Laughter or Tears sensitizes caregivers to the fears and excitement children feel in unfamiliar surroundings and provides diplomatic ways of managing travel, school, visits to the store or doctor.

From Me to We: Growing Up with Others clarifies the importance of developmental issues in the ever expanding network of social relationships a child must master.

FILMS

The Pinballs is an upbeat technicolor Walt Disney film staring Christy McNichol, 15 years old, as Carly who angrily defines foster children as "pinballs, ... knocked around from place to place." The foster parents encourage Carly to become involved in helping the two other foster children. A comprehensive discussion guide developed by the Project is available. Available from Walt Disney Educational Media Co., 500 South Buena Vista Street, Burbank, California 91521

Available through rental sources:

Battered Child — Black & White — 58 minutes

Film version of a TV special on child abuse which shows hospital interventions, legal aspects of child protection and treatment approaches for abusive parents. University of Michigan Audio-Visual Education Center, 416 Fourth Street, Ann Arbor, Michigan 48109.

How Babies Learn — Color — 35 minutes

Shows the importance of nurturing and attachment in all spheres of infant development. Michigan State University.

John: 17 Months: Nine Days in a Residential Nursery

Black & White — 45 minutes

Details the impact of separation on a young child by showing his day by day deterioration. It is stark, evocative and painful. Probably the film on separation. Used successfully in Intro and Emotional Development classes. Could be used for "Infants" or "Pre-Schoolers". University of Michigan.

Jane: 17 Months: In Foster Care for 10 Days

Black & White — 37 minutes

A companion piece of "John", "Jane" illustrates the positive response of a young child to foster care. University of Michigan.

Invention of the Adolescent — Black & White — 28 minutes

Uses paintings and sketches of the past to portray the changes which have occurred over the last three or four centuries in attitudes toward the transitional period between childhood and adulthood. Shows the real problems of this age group, developmentally and in society. University of Michigan.

This Child is Rated X — Color — 54 minutes

Examines the inequities of juvenile justice and abuses of children's rights. It focuses on two types of children, status offenders (runaways or truants) and children who have committed crimes. University of Michigan.

A Child Waits — Black & White — 12 minutes

A nine year old boy abused and neglected by his natural father is picked up by the police, taken to a shelter home and then placed in foster care. Film follows his adjustment difficulties which include destructive behavior and a runaway episode. The film is narrated by the foster father, who speaks of his own feelings and problems in his role, as well as sympathetically describing the child. The child and foster family are black. Two criticisms: The natural father is portrayed simplistically and unsympathetically and there is no emphasis on returning the child home. Possible uses: School Age Child, Intro, Orientation. University of Michigan.

Child Behavior = You — Color — 15 minutes

An enjoyable color cartoon which introduces basic principles of behavior management and emphasizes ability of parents to impact on a child's behavior. Highly recommended. Could be used with any age-specific class or special needs child class. University of Michigan.

Children in Peril — Color — 22 minutes

An overview of legal and treatment approaches to child abuse, showing several agencies and hospitals. In interview with Dr. Kempe who states that child abusers are not strikingly different from the "normal" adult population. Shows a segment of a Parents Anonymous meeting. Recommended for "Fostering the Battered and Abused Child." University of Michigan.

Child's Play and the Real World — Black & White — 18 minutes

Enters the world of children at play and demonstrates that play is "serious business." Shows function of play in many aspects of a child's development; expanding imagination, self-expression, social development, problem solving, coping with frustration, and mastery. Illustrates the way in which observation of child's play can reveal how the child understands and feels about his world. Recommended for "Fostering the Pre-School Child." University of Michigan.

Jamie: Story of A Sibling — Color — 18 minutes

Illustrates sibling rivalry through portrayal of an 8 year old "middle child" living with his middle class natural parents. Sibling interaction is most realistically protrayed, with quarrels over possessions, space and competition for parental attention. Jamie's self esteem is low due to unfavorable comparisons with a brighter older sister, and cute younger brother. Vividly shows how siblings "set each other up" for punishment.

This film does not deal with foster child identity issues, but thoroughly details importance of sibling interaction patterns and documents effects of parental response on a child's self-esteem. Could be useful for "School Age Child" or "All Under One Roof." University of Michigan.

Low View From a Dark Shadow — Black & White

Presented from the point of view of a small boy who witnesses violence and the collapse of his family, then is placed in foster care. Vividly illustrates the fears and confusion of the child, and the impact of foster parents, social worker, and natural parents. Indiana University, Audio Visual Center, Bloomington, Indiana 47405.

Neglected — 35 minutes

Portrayal of families whose children have come under protection of authorities for reasons of abuse or neglect. The natural parents are realistically portrayed; social workers seem stereotyped. Used as "trigger film" in two "Natural Families" classes. University of Michigan.

Rockabye Baby — Color

The need for touch and attachment in infant development is documented through studies of Harlow's monkeys and institutionalized infants. University of Michigan.

Somebody Waiting — Color — 24 minutes

Care of institutionalized children who are physically and mentally handicapped. Demonstrates that even "hopeless cases" can be helped by enviornmental stimulation and therapeutic handling. Shows importance of play, touching, physical therapy, toys. Recommended for "Fostering the Child with Mental Retardation." University of Michigan.

Who Cares About Jamie? Color 16 minutes

Produced by Menninger Foundation, this film demonstrates vital points of Foster Parent Training Project Philosophy: developmental stages, crises can produce growth, major task is building self-esteem, there are many right ways to parent, etc. The emphasis is on understanding feelings as a key to positive mental health.

Follows a 6 year old boy through one afternoon, showing the impact of adult figures in his life space. Jamie falls off gym equipment, is nearly hit by a car, tries to eat a worm, steals a can of oil, and breaks a lamp. He is a "normal" kid who is having a bad day. His parents manage the situation while being careful about Jamie's self-esteem. Has been used succesfully in "Handling Lying, Dishonesty and Destructive Behavior." Could also be effective in "Emotional Development" or "School Age Child."

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